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ABSTRACT

In response to legislative mandate, this report assesses progress in the implementation of 12 recommendations made in February 1985 by an intersegmental task force established to evaluate existing programs and financial services for community college Extended Opportunity Programs and Services (EOPS) students who transfer to public colleges and universities. First, the report summarizes developments in California higher education that support efforts to expand transfer opportunities for EOPS students. The next section reproduces the 12 recommendations of the task force and describes the present status of each of them. The last section offers seven findings and conclusions about progress to date in implementing the recommendations, including the following: (1) the California State University and the California Community Colleges have made progress in establishing a pilot program to make EOPS transfer students eligible for EOPS grants and services; (2) progress toward developing complementary data processing services among the three segments of postsecondary education in California cannot be made until the Chancellor's Office of the Community Colleges establishes a statewide database for EOPS; (3) given the absence of statewide data about the ethnic composition and educational goals of EOPS students, it is difficult to assess changes in transfer rates or student composition; (4) although community colleges are increasingly providing matriculation services such as assessment and counseling, caution should be exercised to ensure that the needs of EOPS students are met through either collegewide matriculation services or special EOPS services; and (5) EOPS students should have the opportunity to benefit from the services provided by the community colleges' newly established transfer centers. (RO)

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SUMMARY

Assembly Bill 1114 (Chacon, Chapter 1586, Statutes of 1985) directed the Postsecondary Education Commission to assess progress in the implementation of the 12 recommendations made in February 1985 by an intersegmental task force established to assess existing services and financial assistance for Community College EOPS students who transfer to public colleges and universities and then offer suggestions for facilitating their transfer. The Legislature directed the Commission to report its findings to the Legislature's fiscal committees on or before May 15, 1986.

In this report, the Commission responds to that mandate. On pages 1 and 2, it summarizes developments since the task force issued its report that have supported its aims. On pages 2-5, the Commission reproduces the dozen recommendations of the task force and describes the present status of each of them. And on pages 5-6, it offers seven findings and conclusions about progress to date in implementing the recommendations.

The Commission adopted this report on April 28, 1986, on the advice of its Policy Evaluation Committee. Additional copies of the report may be obtained from the Publications Office of the Commission. Further information about the report may be obtained from Suzanne Ness, the public information officer of the Commission, at (916) 322-0145.

PROGRESS IN FACILITATING THE TRANSFER OF COMMUNITY COLLEGE EOPS STUDENTS

A Report to the Legislature and Governor in Response to Assembly Bill 1114 (Chapter 1586, Statutes of 1985)

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
Second Floor • 1020 Twelfth Street • Sacramento, California 95814

COMMISSION REPORT 86-13
APRIL 1986

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PROGRESS IN FACILITATING THE TRANSFER OF COMMUNITY COLLEGE EOPS STUDENTS

Background

As part of Assembly Bill 3775 (Chacon, Chapter 1178, Statutes of 1984), the Legislature directed the Postsecondary Education Commission to "establish a task force to evaluate existing supplemental services and financial assistance provided for Community College EOPS [Extended Opportunity Programs and Services] students who transfer to public four-year institutions, and to make recommendations for modification of those services and assistance programs necessary to facilitate the transfer process." In its report, *Facilitating the Transfer of Community College EOPS Students to California's Public Universities* (February 1985) the task force concluded that "differences in eligibility for EOPS in the Community Colleges and for EOP at the State University and the University of California leave some EOPS transfer students ineligible for EOP Services." The task force also concluded that "neither EOPS nor EOP give much priority to transfer students":

> in the Community Colleges, EOPS was not established with a priority for serving potential transfer students and has tended to adopt the particular priorities of the individual colleges. ...In the State University, the practice of EOP has been to give emphasis to first-time freshmen. In addition, until 1983-84, the State University limited the proportion of students who could be accepted into EOP through regular admission, which further limited the number of transfer students served by the program. Similarly, University of California programs have been oriented toward recruiting and serving first-time freshmen rather than transfer students (p. 11).

The task force concluded that efforts to facilitiate the transfer process for EOPS students must occur on three levels: (1) general institutional improvement of transfer opportunities; (2) improved inter-program compatibility and incentives to attract and serve transfer students; and (3) operational improvements of each program to facilitate transfer. The task force then offered 12 recommendations for modifications in the existing programs to facilitate the transfer process.

More recently, through Assembly Bill 1114 (Chacon, Chapter 1586, Statutes of 1985), the Legislature directed the California Postsecondary Education Commission to assess statewide progress in the implementation of those 12 recommendations and report its findings to the fiscal committees of the Legislature on or before May 15, 1986.

Related developments in California higher education

In the 12 months that have elapsed since the completion of the task force report, at least five developments have occurred that directly relate to it:

1. The Commission for the Review of the Master Plan for Higher Education has completed its report, *The Challenge of Change: A Reassessment of the California Community Colleges*, concluding that the two primary functions of the Community Colleges are "the preparation of students for transfer to a four-year college or university and vocational edcation." The Commission has offered several recommendations designed to strengthen the transfer function, including two of particular relevance to the work of the task force:

- The Board of Governors should "develop and maintain a general education transfer core curriculum which, with the courses required for specific majors, will ensure transfer to the UC or CSU upon successful completion of the appropriate courses and maintenance of the requisite grade-point average" (p. 8).
- The Board of Governors should "require a mandatory assessment, placement, counseling, and follow-up program in the California Community Colleges," with adequate funding providing for this program by the Legislature and Governor (p.6).

If both of these recommendations are implemented, EOPS students will benefit and their transfer rates should be expected to increase.

2. The Chancellor's Office of the Community Colleges has been working over the past year on a major revision of Title 5 regulations relating to EOPS. The proposed revised regulations seek to implement many of the provisions of Assembly Bill 3775 (Chacon), including (1) the establishment of minimum standards which each college offering an EOPS program is expected to meet, and (2) a procedure which districts shall use to identify students eligible for EOPS on the basis of the student's language, social, or economic disadvantages. Both of these provisions currently do not exist in the Title 5 regulations for EOPS. If these regulations are adopted by the Board of Governors and implemented by the campuses, the Community Colleges will have taken a major step to implement the recommendations of both AB 3775 and the task force established by that legislation.

3. In January 1986, Chancellor Reynolds of the California State University received a report from the State University's Educational Equity Advisory Council entitled *Educational Equity in the California State University -- Which Way the Future?* A major theme of this report is that a total university-wide effort must be made to serve low-income and educationally disadvantaged students, as this responsibility "should not be consigned to special minority-oriented programs" (p. 10). In the report, the advisory council called for the establishment on each State University campus of a structured, mandatory orientation program "to reduce anxiety and facilitate adjustment for first-time students and transfers. Each orientation should consider the special needs of minority students . . ." (p. 26-27). The implementation of this recommendation, as well as others presented by the Council, will facilitate the implementation of the recommendations presented by the task force.

4. In 1984, the Legislature adopted Assembly Concurrent Resolution 83, calling on the governing boards of California's three segments of public higher education, the Association of Independent California Colleges and Universities, the State Board of Education, and the Superintendent of Public Instruction to adopt a plan recommending actions to strengthen the college preparation and increase the college achievement of low-income and underrepresented ethnic minority students. The final report pursuant to ACR 83 has now been completed and offers several conclusions and recommendations which are consistent with and supportive of the recommendations presented by the task force. For example, it recommends that EOPS staff "should work with their colleagues in similar programs at four-year institutions to assure continuity of academic and financial aid for EOPS students who transfer to these institutions" (p. 18). Progress in the implementation of the recommendations in the ACR 83 report will promote the implementation of those of the task force.

5. Beginning in Fall 1985, approximately $3.4 million is being provided annually to fund a three-year pilot program involving the California Community Colleges, the California State University, and the University of California in cooperatively operating 17 transfer centers on selected Community College campuses throughout the State. As these pilot projects work to assist potential transfer students in preparing for a successful transition to the University and State University, and to the extent they involve EOPS staff and students, the recommendations presented by the task force will be facilitated.

Each of these developments has helped to create an environment within California public higher education that supports efforts to expand transfer opportunities as well as increased transfer opportunities for EOPS students.

Status of the task force recommendations

The following paragraphs present each of the 12 recommendations of the task force and report on efforts to implement them.

RECOMMENDATION 1: Extended Opportunity Programs and Services on every Community College campus should explicitly emphasize and encourage transfer among their other goals.

Status: The Chancellor's Office of the Community Colleges has proposed revising the EOPS Title 5 regulations to require that all campuses provide transfer

services to EOPS students. The proposed revised regulations would require that the EOPS program on each campus "provide assistance to students in making the transition to other institutions of higher education, other occupational training, and employment opportunities" (Section 56273, Draft 11, p. 15). The proposed regulations are scheduled for discussion by the Board of Governors in May 1986 and action by the Board in July 1986.

RECOMMENDATION 2: Extended Opportunity Programs and Services on every Community College campus should include staff qualified to counsel all EOPS students regarding their individual educational objectives and the specific academic or vocational training program necessary to achieve these objectives. This counseling should begin as the students enter EOPS and enroll in classes at the Community College.

Status: Assembly Bill 3775 (Chapter 1178, Statutes of 1984) required that EOPS "shall be provided by certificated directors and instructors, as well as by counselors and other support staff approved by the governing board of the community college district." In implementing this provision, and responding to the intersegmental committee's recommendation, the Chancellor's Office has proposed revising the EOPS Title 5 regulations to provide that:

1. A student being served by EOPS must have a minimum of three individualized documented counseling sessions during the year.
2. An EOPS counselor hired after July 1, 1986, must possess a community college counselor credential, have completed a minimum of nine semester units of college course work predominantly relating to ethnic minorities and/or persons handicapped by language, social or economic disadvantages; have completed six semester units or equivalent of a college level counseling practicum or counseling field; and completed two years of occupational experience in work relating to ethnic minorities and/or persons handicapped by language, social or economic disadvantages. (All EOPS counselors hired before July 1, 1986, must have a counselor credential.)
3. Each EOPS student "shall be advised and receive orientation to the college and EOPS program" and shall receive "noncognitive assessments . . . in career interests and personal skills and strengths" and "cognitive assessments . . . on reading, writing, and math" (Draft 11, p. 12).

RECOMMENDATION 3: The Office of the Chancellor of the California State University should establish a three-year pilot program on five State University campuses to provide EOPS transfer students eligibility for EOP grants and services, if the students meet the admission requirements of the institution. The two purposes of this pilot program should be to (1) identify the number of transfer students who would need and want these grants and services, and (2) determine the added cost to the State University if the program was extended statewide.

Status: Chancellor's Office staff of the California State University met with their Community College counterparts in January to agree on guidelines for a pilot program on six State University campuses to provide EOPS transfer students eligibility for EOP grants and services. The target population for the program will be Hispanic and Black EOPS students who meet regular State University admission criteria, as well as the EOP low-income criteria. At least two Community Colleges in the service area of each of the six campuses will participate with the EOPS transfer students to be nominated by the EOPS directors. Each EOPS director will provide a roster of names and addresses of sophomore students to the local State University campus EOP director, who will supply information to these students about the program. The application process will be streamlined, and EOP grants and services will be available to all eligible students who apply on a timely basis. The program will be initiated prior to May 1, 1986, with formalized agreements signed by the chief executive officer of each participating campus. (The Appendix reproduces these guidelines and lists the participating campuses.)

RECOMMENDATION 4: The California State University and the University of California should guarantee fee waivers for admissions applications for all EOPS students who provide waiver forms signed by Community College EOPS directors.

Status: The California State University and the California Community Colleges are jointly developing an "EOPS Authorization to Waive the CSU

Admissions Application Fee," which would (1) identify the student, (2) identify the Community College EOPS program and the CSU campus of transfer, (3) contain instructions for use of the form, and (4) provide for the certification of the Community College EOPS director that the identified student intends to transfer to the State University. It will normally be attached to the State University admissions application form in lieu of a check or money order for the application fee.

As part of the uniform admissions application process, the University of California has made available an application fee waiver for those applicants who meet the income criteria. EOPS students are eligible to use these waivers, since they meet the low-income criteria. However, the fee waiver forms are only available on University campuses, and prospective transfer students are expected to visit the campus to get the form. At the present time, the Office of the President is unwilling to distribute the fee waiver forms directly to the EOPS offices.

RECOMMENDATION 5: Timely information and assistance should be made available to all interested EOPS students about application deadlines for admission and financial assistance at four-year institutions. EOPS staff on each Community College campus have the responsibility to make sure these services are available, and staff from four-year institutions have the responsibility to assist where appropriate in providing these services.

Status: The Community College Chancellor's Office has proposed revising the EOPS Title 5 regulations to respond to this issue, with the EOPS program on each campus expected to provide assistance to students seeking to transfer to public universities. The systemwide office of both the State University and the University of California have expressed the willingness of their campuses to respond to requests from EOPS directors for information and assistance. However, no formal schedule has been agreed upon.

RECOMMENDATION 6: A proportion of the new Cal Grant B awards each year should be earmarked for Community College students transferring to four-year institutions.

Status: The 1985-86 Budget Act included 250 new Cal Grant B awards earmarked for Community College students transferring to four-year colleges. As of January 1, 1986, 230 of these 250 grant recipients were still enrolled. The Governor's proposed 1986-87 budget provides 250 more of these Cal Grant B awards earmarked for Community College students.

RECOMMENDATION 7: In assisting all EOPS students to identify their educational objectives, Extended Opportunity Programs and Services on all Community College campuses should identify those students who want to transfer to a four-year institution plus others who have the potential to transfer successfully. EOPS directors should at least annually share the names and addresses of these potential EOPS transfer students with EOP and SAA directors at public universities throughout the State.

Status: The Community College Chancellor's Office has proposed revising the EOPS Title 5 regulations to respond to this issue. The revised regulations would provide that "EOPS programs shall work cooperatively with four-year colleges and universities by identifying potential EOPS transfer students and releasing names and addresses of those students to the admissions staff of all public universities throughout the State at least once each year."

RECOMMENDATION 8: Quarterly meetings of Community College, State University, and University of California staff from EOPS, EOP, and SAA should be held within each region to exchange and update information designed to facilitate cooperation among their programs and thereby more effectively serve their students. The systemwide offices of each of the three segments should take the lead in promoting these cooperative efforts.

Status: While this recommendation has not yet been implemented, meetings among systemwide staff have begun in response to this recommendation. It has been proposed that annual meetings be held in both the northern and southern parts of the State to deal with issues of common concern to the programs.

RECOMMENDATION 9: The systemwide offices of the University and State University should annually provide information to all EOPS directors listing available campus services for

transfer students, eligibility criteria to utilize these services, and the key contact persons on each campus. In addition, staff from these systemwide offices should meet annually with EOPS directors to identify other cooperative actions that might be taken to improve available services for EOPS transfer students.

Status: The systemwide offices of both the State University and the University of California prepare publications oriented toward transfer students, including information about EOP and Student Affirmative Action programs and services. Consequently, both offices see themselves as currently in compliance with this recommendation, although they acknowledge the need for improved distribution of these publications to Community College EOPS directors. It is expected that the State University's EOP directors will meet in May 1986 with their EOPS counterparts to discuss this issue.

RECOMMENDATION 10: EOPS directors should work with other Community College staff to make available to all interested EOPS students, as well as all other interested students, a class providing skills necessary for successful study at a university, involving time management, research and study skills, classroom note-taking skills, and writing skills.

Status: The Community College Chancellor's Office has proposed revising the EOPS Title 5 regulations to respond to this issue. The revised regulations would provide that:

> a personal growth and development program shall be developed with other community college staff to enroll in existing college classes those EOPS students who require an instructional program which emphasizes developmental skills necessary for successful completion of the students educational programs. The focus of these classes should be, but not limited to the following college survival skills:
>
> 1. Time management
> 2. Research and study skills
> 3. Note-taking and writing skills
> 4. Financial management
> 5. Health and nutrition
> 6. ESL and basic skills instruction
> 7. Other classes deemed appropriate

RECOMMENDATION 11: University and State University campuses should make available special comprehensive orientation sessions for interested transfer students, including EOPS transfer students, that provide the same kinds of assistance typically provided to first-time freshmen EOP students. Sessions should be separate from those for freshmen and take into account the broader educational experiences of the transfer students.

Status: University campuses typically offer two- or three-day orientation sessions for new students. While the focus of these sessions is first-time freshmen, orientation services are usually included for transfer students. However, most campuses do not have separate comprehensive orientation programs for transfer students.

RECOMMENDATION 12: The systemwide offices of the three postsecondary segments should work together to develop complementary data-processing services to provide timely sharing of data regarding EOPS students who (1) apply for admission to a public university, (2) enroll at a public university campus, or (3) receive EOP or SAA support services. In addition, timely information should be shared with EOPS directors regarding the academic performance of EOPS students who transfer to public universities.

Status: No progress has been made in the implementation of this recommendation.

Findings, conclusions, and comments

1. The Chancellor's Office of the Community Colleges has been working over the past year on a major revision of the Title 5 regulations relating to the EOPS program. If the Community College Board of Governors adopts the currently proposed revisions for EOPS, and the colleges implement them, most of the recommendations of the intersegmental task force that directly affect the Community College EOPS program will have been implemented. However, until the Board of Governors adopts the regulations, it will be impossible to evaluate the Community Colleges' response to the task-force report. Following final Board action on this issue, and allowing sufficient time for the colleges to imple-

ment the revised regulations, a legislative review should be conducted to assess their impact.

2. The California State University and California Community Colleges have made progress in establishing a pilot program to provide EOPS transfer students eligibility for EOP grants and services. This pilot program, involving six State University and 34 Community College campuses, will be implemented prior to May 1, 1986. The program will provide useful evidence about the numbers of EOPS transfer students who actually need and want these services, as well as the increased statewide costs to provide the services.

3. The intersegmental task force recommended, and through Assembly Bill 1114 the Legislature expressed its intent, that both the State University and the University of California should guarantee application fee waivers for all EOPS students who provide waiver forms signed by Community College EOPS directors. The California State University has begun to implement this recommendation, while the University of California has not.

4. The task force recommended that the systemwide offices of the three postsecondary segments work together to develop complementary data processing services to provide timely sharing of data regarding EOPS students who (1) apply for admission to a public university, (2) enroll at a public university campus, or (3) receive EOP or SAA support services. Progress has not and cannot be made on this recommendation until the Chancellor's Office of the Community Colleges establishes a statewide data base for EOPS. The Legislature directed the Chancellor to establish such a data base by January 1987, including data on the annual number of EOPS students who transfer to institutions that award the baccalaureate or otherwise achieve their educational objectives.

5. Given the absence of statewide data about the ethnic composition and educational goals of EOPS students, as well as the number of EOPS students who transfer, it is difficult to assess either progress in increasing the transfer rate or changes in the composition of students being served by the program. The only available data about EOPS students (Alkin and Ruskus, 1985), based upon a sample of 20 campuses, suggests that "the typical EOPS student is a young (18-21 year-old) white woman, probably a single parent, who has a high school diploma and who intends to transfer to a local four-year college" (p. 8). According to this report, the ethnic composition of EOPS students is 37 percent white, 29 percent Asian, 15 percent Hispanic, 12 percent Black, and 1 percent Native American (with 5 percent ethnicity unknown). Nearly half (49 percent) of the surveyed EOPS students planned to transfer to a four-year institution. When the statewide data base for EOPS is established, a more thorough assessment of the composition of EOPS students and the impact of EOPS services will be possible.

6. Existing statute directs that EOPS shall supplement the regular educational programs of the Community Colleges in order to encourage the enrollment and retention of low-income and educationally disadvantaged students. Until recently, most Community Colleges did not provide matriculation services such as assessment and counseling except through the EOPS program. Increasingly, however, colleges are providing these services, and the Commission for the Review of the Master Plan for Higher Education has recommended that the Community Colleges be funded to provide these services to all students. As the colleges begin to implement these matriculation services, the activities and responsibilities of EOPS on each campus should be altered so that the program can continue to supplement the regular educational program. Caution should be taken to insure that EOPS students' educational needs continue to be met through either college-wide matriculation services or EOPS services.

7. A three-year pilot program to establish transfer centers on 17 Community College campuses throughout the State was initiated in Fall 1985. The services provided through these centers should be closely coordinated with the EOPS program, so that EOPS students will have the opportunity to benefit from the transfer services provided by the centers and so that EOPS students can maximize the transfer services available to them. If EOPS students are priority recipients of transfer services from the centers, then the EOPS program on the 17 campuses can be designed to supplement rather that duplicate the services provided for students. When the Transfer Center pilot program is evaluated prior to June 1988, the degree of coordination with EOPS should be considered.

References

Alkin, Marvin C., and Ruskin, Joan. *EOPS Operational Program Review: 1984-85*. Northridge, California: Educational Evaluation Associates, September 1985.

California Postsecondary Education Commission. *Commission Comments on the Intersegmental Task Force Report,* Facilitating the Transfer of Community College EOPS Students to California's Public Universities. Commission Report 85-25. Sacramento: The Commission, April 1985.

Facilitating the Transfer of Community College EOPS Students to California's Public Universities. Report of a Task Force representing the California State Department of Finance, the Office of the Legislative Analyst, the California Community Colleges, the California State University, the University of California, and the California Postsecondary Education Commission, convened in Response to Assembly Bill 3775 (1984). California Postsecondary Education Commission Report 85-19. Sacramento: The Commission, February 1985.

APPENDIX

Guidelines for Implementation of a CSU EOP/CCC EOPS Pilot Transfer Project

BACKGROUND

In recent years, there has been widespread interest in the transfer rate of community college students to four year institutions. In December of 1983, the California Postsecondary Education Commission established the Ad Hoc Committee on Community College Transfer emphasizing its concern that the transfer function of the community colleges needs strengthening. The Board of Governors of the California Community Colleges assigned top priority to transfer in its work plan for 1984. Additionally, transfer was the subject of an intersegmental symposium sponsored by the California State University in 1984.

The resurgence of interest in the transfer function also renewed concern regarding the transfer rate of community college Extended Opportunity Programs and Services (EOPS) students to four year institutions. As part of Assembly Bill 3775 (Chacon), the Legislature directed the Postsecondary Education Commission to "establish a task force to evaluate existing supplemental services and financial assistance provided for community college EOPS students who transfer to public four year institutions, and to make recommendations for modification of those services and assistance programs necessary to facilitate the transfer process."

The Task Force report, Facilitating the Transfer of Community College EOPS Students to California's Public Universities offered several recommendations for facilitating the transfer of EOPS students from the Community Colleges to the State's public universities by improving support services and financial assistance to EOPS transfers. The Task Force also recommended that a pilot project be implemented on five CSU campuses which would provide EOPS transfers eligibility for EOP grants and services.

As a follow-up to the recommendation of the EOP/EOPS Intersegmental Task Force on Transfer, the CSU and the CCC have initiated plans to implement a pilot project on seven CSU campuses. The pilot projects which were subsequently recommended in AB 1114 (Chacon), would identify potential transfers currently enrolled in the CCC EOPS programs and provide them with priority admission to CSU EOP, including eligibility for EOP grants and services.

In October 1985, representatives of the California Community Colleges and California State University Chancellor's offices met to discuss preliminary guidelines for the pilot projects. In January 1986, the EOP/EOPS Pilot Transfer Project Advisory Committee, composed of campus and systemwide representatives, met to discuss implementation of the pilot projects, to recommend which campuses should participate in the pilot project and finally to discuss draft guidelines. Attached is a list of the seven CSU campuses recommended for the project and the suggested community colleges they would like to work with. The draft guidelines agreed to by the committee are also attached.

GUIDELINES FOR IMPLEMENTATION OF
EOP/EOPS PILOT TRANSFER PROJECTS

General Guidelines

1. The pilot projects will be implemented at seven CSU campuses with each campus serving at least three community colleges in the service area.

2. The target population will be EOPS ethnic minority students who are identified as underrepresented students in the CSU. Hispanic and Black students are the most underrepresented students in the CSU.

3. The project will admit EOPS transfers who meet regular admission criteria of the CSU.

4. EOPS transfers should meet the low income criteria for the CSU EOP.

5. Written intersegmental agreements between the CCC and CSU campuses should be signed at the Vice President level or above.

Procedures and Services

EOPS

1. The community college EOPS office should provide a roster of names and addresses of Black and Hispanic EOPS students with a minimum of 26 units who intend to transfer to a four year institution.

2. EOPS students should be nominated by the EOPS Director or his designee.

3. The EOPS staff will facilitate meetings between CSU EOP outreach staff and prospective EOPS transfers at the community college.

4. The EOPS director will implement a process giving that office authorization from EOPS students to release information to the CSU EOP.

5. The EOPS will collect data and appropriate information which may be utilized in assessment of the project.

EOP

1. EOP will provide information to targeted EOPS students, informing them of the project.

2. EOPS students will be automatically admitted upon submittal of a nomination form signed by the EOPS director and completion of the materials required by the admissions office.

3. EOP will provide an EOP grant to all eligible EOPS transfers who apply for financial aid on a timely basis.

4. EOPS transfers will be eligible for all EOP support services.

5. EOP will provide to participating EOPS programs, data on EOPS applicants, students admitted and enrolled, and students receiving services.

CSU EOP/CCC EOPS PILOT TRANSFER PROJECT
PARTICIPATING CAMPUSES

California State University	California Community College
1. CSU, San Francisco	1. College of Alameda 2. Contra Costa College 3. Laney College 4. San Francisco City 5. San Joaquin Delta 6. Santa Rosa Jr. College 7. Skyline College 8. Solano College
2. CSU, San Jose	1. Cabrillo College 2. Canada College 3. Evergreen Valley College 4. Foothill College 5. Gavilan College 6. Hartnell College 7. San Jose City College 8. Skyline College
3. CSU, Fresno	1. Bakersfield College 2. Fresno City College 3. Kings River College 4. San Joaquin Delta 5. West Hills College
4. CSU, Long Beach	1. Cypress College 2. El Camino College 3. Golden West College 4. Long Beach City 5. Los Angeles Harbor 6. Rancho Santiago
5. CSU, San Bernardino	1. Chaffey College 2. San Bernardino Valley 3. Victor Valley College
6. CSU, San Diego	1. Imperial Valley College 2. Southwestern College 3. Ventura College
7. CSU, Hayward*	1. Laney College

* Not one of the designated CSU campuses selected to participate, but included here because of Laney College's wish to enter into a transfer agreement with them.

PROGRESS IN FACILITATING THE TRANSFER OF COMMUNITY COLLEGE EOPS STUDENTS

California Postsecondary Education Commission Report 86-13

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86-5 Background for Expanding Educational Equity: A Technical Supplement to the Report of the Intersegmental Policy Task Force on Assembly Concurrent Resolution 83, *Expanding Educational Equity in California's Schools and Colleges* (March 1986)

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86-11 Update of Community College Transfer Student Statistics, University of California and The California State University, Fall 1985 (April 1986)

86-12 Time and Territory, Phase II: A Report to the Legislature in Response to Supplemental Language in the 1985-86 Budget Act (April 1986)

86-14 A Permanent Site for Los Angeles Mission College: A Report to the Legislature and Governor in Response to a Request for Capital Funds from the Los Angeles Community College District (Apri 1986)

Progress in Facilitating the Transfer of Community College EOPS Students Report 86-13

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